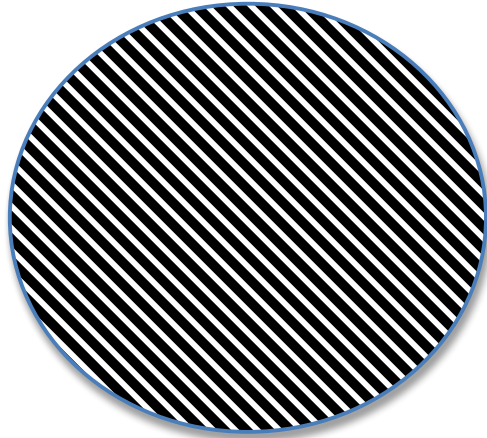


# **Sternberg**

## **Primary Elementary**

### **Examples**



## **TriMind...**

**Is a strategy that you can use to differentiate according to Sternberg's three intelligences:**

**Creative Intelligence  
Practical Intelligence  
Analytical Intelligence**

**The materials in this document will provide examples of TriMind tasks.**

**The idea behind TriMind is that you provide students with assignments, centered on the same learning goals, which are designed for their intelligence strengths. This way, students learn the material more efficiently and successfully.**

### **Understanding Number**

#### **Analytic Task**

Make a number chart that shows all ways you can think of to show 5.

#### **Practical Task**

Find as many things as you can at school and at home that have something to do with 5. Share what you find with us so we can see and understand what you did.

#### **Creative Task**

Write and/or recite a riddle poem about 5 that helps us understand the number in many, unusual, and interesting ways.

## Three States of Matter

Grade 2

**KNOW:** Three states of matter: solid, liquid, and gas

**UNDERSTAND:** All matter has both mass and volume.

**DO:** Distinguish one state of matter from the others.

Show how one state of matter changes to the others.

<b>Analytical</b>	<ul style="list-style-type: none"><li>•Choose three items from out classroom that are all in different states of matter. Show how each item is in a different state of matter in comparison to other tow items. Use terms like mass and volume to explain your answer.</li><li>•Use the idea of water, ice, and vapor to create a chart to show how these 3 thinks change from on e state to another. Include condensation, evaporation, melting point, and freezing point, expanding and contracting in your chart.</li></ul>
<b>Creative</b>	<ul style="list-style-type: none"><li>•Create three imaginative items to demonstrate different states of matter. Make an illustration of each item and explain why each one fit into the state it its in . Use mass and volume in your explanation.</li><li>•Make visually appealing poster to teach other second graders now each state changes into the other states. Be sure the way you teach is original. Show condensation, evaporation, melting point, and freezing point, expanding and contracting in your poster.</li></ul>
<b>Practical</b>	<ul style="list-style-type: none"><li>•There are three mysterious objects in a box on a museum shelf. Their states of matter are not yet identified. Your task is to figure out the state of matter for each one. Design a museum exhibit for the 3. Use the terms mass and volume in your exhibit signs.</li><li>•There is a close friend of your s who does not understand how one state of matter changes into another. You want to help your fiend out. Write out how you would explain to your friend using all this terms: condensation, evaporation, melting point, and freezing point, expanding and contracting. Make your explanation as clear as you can.</li></ul>

# Evaluating Plot

**Standard:** *Students will evaluate the quality of plot based on clear criteria*

## **Analytical Task**

- *Experts suggest that an effective plot is: believable, has events that follow a logical and energizing sequence, has compelling characters and has a convincing resolution.*
- *Select a story that you believe does have an effective plot based on these three criteria as well as others you state. Provide specific support from the story for your positions.*

OR

- *Select a story you believe has an effective plot in spite of the fact that it does not meet these criteria. Establish the criteria you believe made the story's plot effective. Make a case, using specific illustrations from the story, that "your" criteria describes an effective plot*

# Evaluating Plot

(cont'd)

## **Practical Task**

- *A local TV station wants to air teen-produced digital videos based on well known works. Select and storyboard your choice for a video. Be sure your storyboards at least have a clear and believable plot structure, a logical sequence of events, compelling characters and a convincing resolution. Note other criteria on which you feel the plot's effectiveness should also be judged. Make a case that your choice is a winner based on these and other criteria you state.*

## **Creative Task**

- *Propose an original story you feel has a clear and believable plot structure, a logical sequence of events, compelling characters, and a convincing resolution. You may write it, storyboard it, or make a flow chart of it. Find a way to demonstrate that your story achieves these criteria as well as any others you note as important.*

# A Science Example: *Migration*

- **Know:** animals' traits and needs
- **Understand:** that animals migrate in order to meet their needs.
- **Be able to:** trace an animal's migratory path and explain why it follows that pattern



- **Analytical** – Find two animals that share a similar migration pattern. Chart their similarities and differences. Be sure to include information on each animal's characteristics, habitat(s), adaptations, needs, migratory path, movement time frames, etc., as well as the reasoning behind these facts. Include an explanation as to why you think they share this pattern.
- **Practical** – National Geographic has asked you to research the migratory habits of \_\_\_\_\_ (your choice). They would like you to share your findings with other scientists AND to offer them recommendations about the best manner of observing in the future. Be sure to include information on the animal's characteristics, habitat(s), adaptations, needs, migratory path, movement time frames, etc., as well as the reasoning behind these facts. Include a "How To" checklist for future scientists to use in their research pursuits of this animal.
- **Creative** – You have just discovered a new species of \_\_\_\_\_. You have been given the honor of naming this new creature and sharing the fruits of your investigation with the scientific world via a journal article or presentation. Be sure to include information on this newly-discovered animal's characteristics, habitat(s), adaptations, needs, migratory path, movement time frames, etc., as well as the reasoning behind these facts. Include a picture of the animal detailed enough that other scientists will be able to recognize it.

Kristi Douhet 05

## Sternberg Intelligences in Social Studies

### Analytical

Analyze how and why the US population has shifted from a melting pot to a salad bowl or mosaic as it has assimilated new immigrants.

### Creative

Create a different pair of metaphors to characterize how immigrants assimilated in the past and how they assimilate today. Write an explanation for each or create a visual to depict them.

### Practical

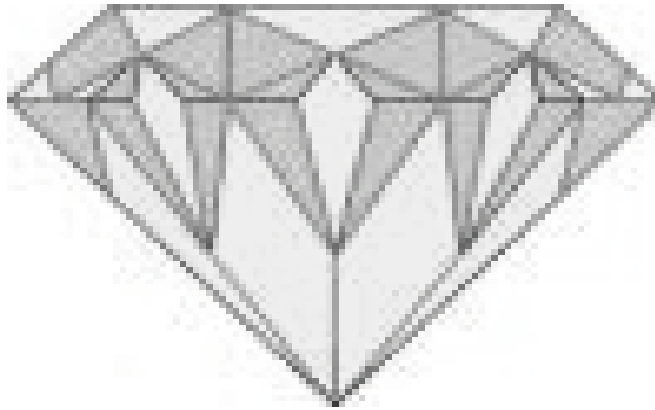
Think of the population of Charlottesville and Albemarle County. Is it better to assimilate new people to this area like a melting pot or a salad bowl? Defend your position.



# Tri-Mind Time Activities

By Amy B., Summer Institute on Academic Diversity Participant

**Goals:** The students will tell time to the nearest five-minute interval and to the nearest minute, using analog and digital clocks.



Creative

Create a new way to teach a friend how to read an analog clock. Be sure to explain in detail the way to read the clock to the nearest minute, five-minute, quarter after, quarter past, half past and whole hour. Some ideas would be to create a game, song, dance, etc. Be creative and let us learn from you!

Once you have created your new way to teach time, you can either choose to act-out or do a demonstration of your activity to the

Analytical

Using both an analog and digital clock face, diagram the parts of both clocks. Be sure to identify the key parts of the clocks, including the minutes, hands, hours, etc. Remember all you have learned in our time unit and be sure to include all of it in your diagram.

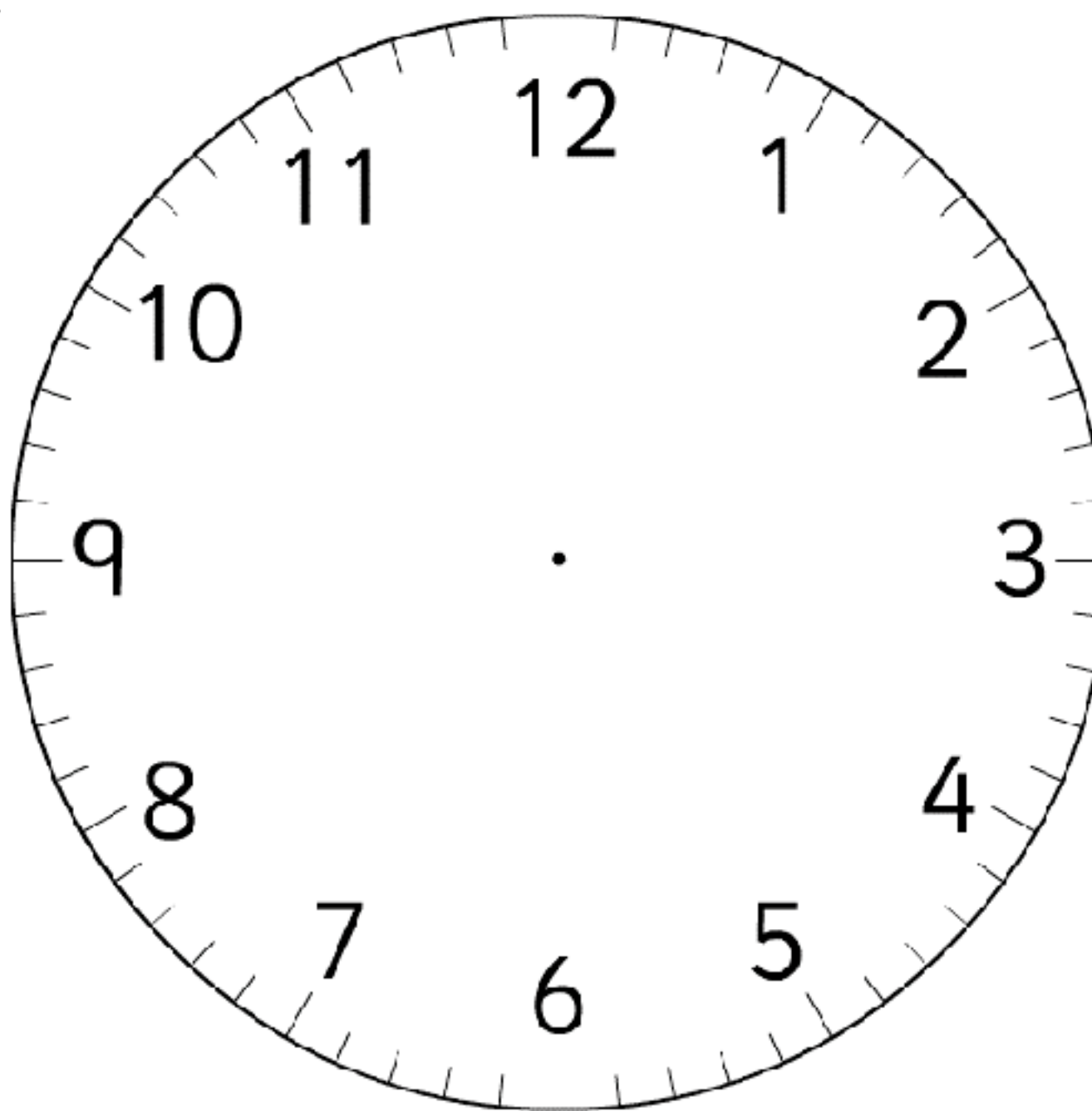
Using a Venn diagram, compare and contrast the two types of clocks we have studied.

Present a step-by-step approach to teach a first grader how to read both analog and digital clocks. You will present this to our class.

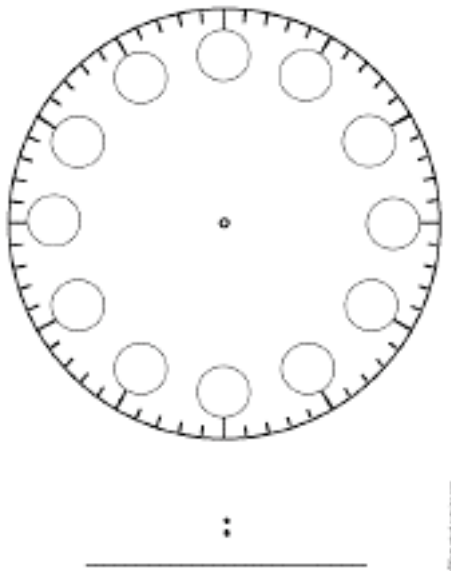
Practical

Using the class set of Judy Clocks, demonstrate how to use an analog clock to either an imaginary friend or to a friend in the room that may be struggling.

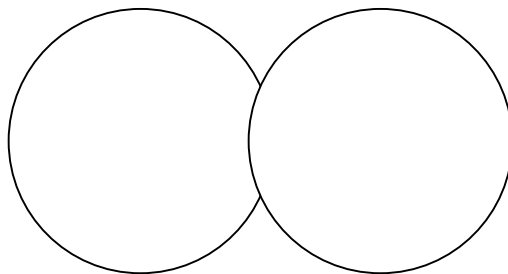
As a group you will each have 1 Judy Clock. You will conduct Clock Races. One person, selected randomly, will be the "coach" first. He/She will start the timer and you will have five minutes to complete a game. The coach will also tell the group if they are correct. They will keep tallies and will report their standings at the end. If there is a tie, the coach will have those racers compete in a clock face-off. The first one to yell the time wins. Repeat until teacher says time is up.



Use these templates for activities. The blank clock will be used for the analytical assignment. The Judy clock is a picture representation of what I will use in my classroom for the practical learners group. I could not find a blank digital clock but I would provide a drawing of one for my students.



The Venn diagram will be used to compare and contrast the two types of clocks that we have been studying.

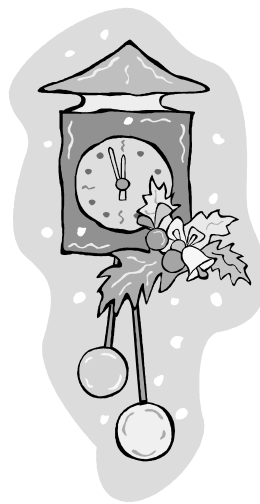




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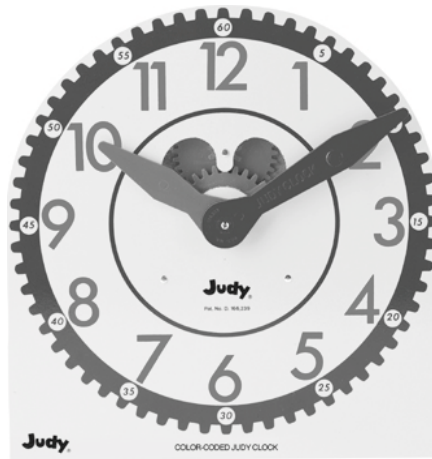
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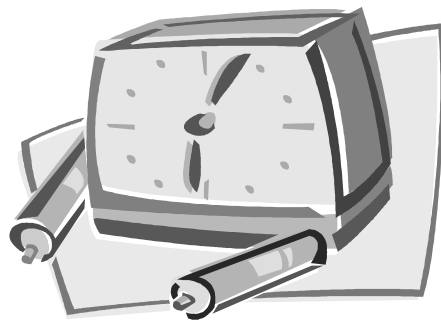
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Create a new way to teach a friend how to read an analog clock. Be sure to explain in detail the way to read the clock to the nearest minute, five-minute, quarter after, quarter past, half past and whole hour. Some ideas would be to create a game, song, dance, etc. Be creative and let us learn from you!

Once you have created your new way to teach time, you can either choose to act-out or do a demonstration of your activity to the class.



## Triarchic Teaching (Sternberg) Template

Subject/Grade \_\_\_\_\_

Topic/Concept: \_\_\_\_\_

### LEARNING GOALS- *Students will*

Understand that (Big Idea)

Know (Facts, Definitions, concrete information)

Be Able To (thinking skills, skills of the discipline)

### ANALYTICAL TASK PROMPTS:

Show the parts of \_\_\_\_\_ and how they work.

Explain why \_\_\_\_\_ works the way it does.

Diagram how \_\_\_\_\_ affects \_\_\_\_\_.

Identify the key parts of \_\_\_\_\_.

Present a step-by-step approach to \_\_\_\_\_.

Analyze/Evaluate/Assess \_\_\_\_\_.

Compare and contrast \_\_\_\_\_ for an audience of \_\_\_\_\_.

Justify/defend the position that \_\_\_\_\_.

### ANALYTICAL TASK DIRECTIONS:

### CREATIVE TASK PROMPTS:

Find a new way to show \_\_\_\_\_.

Use unusual materials to explain \_\_\_\_\_.

Use humor to show \_\_\_\_\_.

Invent a new and better way to \_\_\_\_\_.

Make connections between \_\_\_\_\_ and \_\_\_\_\_ to help \_\_\_\_\_ understand \_\_\_\_\_.

Become a \_\_\_\_\_ and use your “new” perspectives help \_\_\_\_\_ think about \_\_\_\_\_.

Create a new \_\_\_\_\_.

Design an approach to/interpretation of \_\_\_\_\_.

Imagine what it would feel like to \_\_\_\_\_.

### CREATIVE TASK DIRECTIONS:

### PRACTICAL TASK PROMPTS:

Demonstrate how someone uses \_\_\_\_\_ in his/her life or work.

Show how we could apply \_\_\_\_\_ to solve this real-life problem: \_\_\_\_\_.

Based on your own experience, explain how \_\_\_\_\_ can be used for \_\_\_\_\_.

Here's a problem at school: \_\_\_\_\_.

Using your knowledge of \_\_\_\_\_, develop a plan to address the problem.

Apply or use this lesson in \_\_\_\_\_ to your life [or this situation/context].

### PRACTICAL TASK DIRECTIONS: